DOCUMENT RESUME

ED 191 346 HE 012 767

AUTHOR	Scott, Nancy A.
TITLE	Returning Women Students: A Review of Research and Descriptive Studies.
INSTITUTION	National Association for Women Deans, Administrators, and Counselors, Washington, D.C.
PUB DATE	80
NOTE	32p.
AVAILABLE FROM	National Association for Women Deans, Administrators, and Counselors, 1625 I Street, NW, Suite 624A, Washington, DC 20006
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement: *Access to Education: *Adult Students: Annotated Bibliographies: College Students: Educational Benefits: Educational Counseling: *Females: Higher Education: Lifelong Learning: Maturity (Individuals): Nontraditional Students: *Reentry Students: Student Attitudes: Student Characteristics: Student Needs: Student Problems: Success: *Womens Education

ABSTRACT

Research and descriptive studies conducted from 1966 to 1979 in the area of mature women returning to school are reviewed, and an annotated bibliography in this field is presented. Some important articles from the early sixties are also included. The following topics are considered: description of women returning to college, reasons for returning to college, obstacles faced in returning, problems encountered as students, needs of the mature student, joys of returning and the advantages of maturity, success and achievement as students, counseling implications, recent research and counseling strategies, suggestions for improvements, and continuing education programs for women. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191346

RETURNING WOMEN STUDENTS

A Review of Research and Descriptive Studies

by Nancy A. Scott

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NAWPAC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 012 760

National Association for Women Deans, Administrators, and Counselors

1625 I Street, N.W., Suite 624 A
Washington, D.C. 20006
(202) 659-9330

About the Author

Nancy A. Scott is an Assistant Professor of Guidance and Counseling at the University of Colorado at Denver. She is also consultant to educational institutions, school districts, and business and industry in the areas of Assertiveness Training, Stress Management, Sex Equity in Education, and Programs for Women Returning to College.

From 1976-1979, Dr. Scott was Director of the Institute for Equality in Education, a federally funded training institute to provide training on sex equity for teachers, counselors and administrators in Colorado school districts. Prior to that she was Director of the counseling Center at Colorado Women's College and Co-ordinator of the Re-Engagement Program for returning women students.

Dr. Scott is married and she and her husband, John, have two children, Chris and Joni. She and her family enjoy outdoor activities such as jogging, canoeing, and camping in the Rocky Mountains.

About the Association

Since its founding in 1916, the National Association for Women Deans, Administrators, and Counselors has been a professional organization committed to the strengthening of educational opportunities and services for women and girls . . . in the public and private sector—from elementary through continuing education . . . as student personnel/academic administrators, guidance and career counselors, teachers, program directors, researchers, and graduate students—in four year, two year, junior, and community institutions of higher education, elementary and secondary schools, agencies and organizations, special interest groups, and other related fields dedicated to human resource development.

An association 2,200 strong, NAWDAC continues to attract members from all the states—Maine to California. Thirty State Associations and a regional plan serve professional needs of members—fulfilling the ideal that education is based on a life-long continuum, and that professional women have a special role to sustain and further the contribution women must make in today's complex and changing society.

One of the services NAWDAC provides to her members and the education community is the publication of monographs of special interest to her members and women in education. Returning Women Students: A Review of Research and Descriptive Studies is one of this special monograph series. The Journal of the Association published continuously from 1937 has won two Education Press Awards.

Printed in Washington, D.C. Library of Congress Catalogue Card Number: 80-80918 (1980)

She lived in a twilight world denying her own brightness.
Too long she had lived through others
Basking in the sunshine of their success.
Like a chameleon she took their bright reds and yellows
Only to have them fade
When she returned alone to her grayness.

Then one day she was told to dance and sing
Of course, she didn't think that she could
But she did.
And as she started to dance and sing
She began to believe in herself
And the light she created brightened her twilight world.

CONTENTS

Introduction 5
Description of Women Returning to College 6
Reasons for Returning to College 8
Obstacles Faced in Returning 10
Problems Encountered as Students 11
Needs of the Mature Student 12
Joys of Returning and Advantages of Maturity 13
Success and Achievements as Students 15
Counseling Implications 17
Recent Research and Counseling Strategies 19
Suggestions for Improvements 22
Continuing Education Programs for Women 23
Annotated Bibliography 28

Introduction

One of the growing trends in higher education during the 1970s and 1980s is the movement for Adult Education. At the onset, adult education was seen as a separate activity, set apart from the mainstream of the university. The 1960s brought changes in society which presented challenges for many universities and colleges which resulted in the philosophy that continuous learning is a necessary part of life.

The concept of "lifelong learning" has taken on a new meaning. Originally it meant that youth would accumulate the needed knowledge for the rest of his or her life and would then make up what deficiencies appeared later in life. Therefore, the concept of adult education was basically a remedial one. Today, the time span of cultural changes is less than the lifetime of a person; and therefore, the needs of society and individuals can no longer be served by education that merely transmits knowledge and is concentrated on youth.

Many men and women who were not able to undertake or complete a college degree at the traditional college age are now seeking that degree with renewed enthusiasm and a high motivation for learning that was not previously possessed. This trend is particularly notable for mature women who are returning to college in great numbers. As early as 1961, Wise recognized the increasing number of mature women students. According to Wise (1961, p. 705), "Study of the college student indicates that the group which is increasing most rapidly in proportion to the total student population of American colleges and universities is women over the age of 30."

The tremendous rise in the number of mature women who are returning to education is well documented by surveys made by the Bureau of the Census of the U.S. Department of Commerce. In 1972, there was a total of 1,102,000 women students over 25 years of age—627,000 between 25 and 34 years and 475,000 students 35 years and older who had returned to some level of education. Wells (1974) reported that between 1950 and 1969, enrollment rose from 47,000 to 526,000 among women between 25 and 34 years of age.

Several factors have helped to account for this tremendous rise in numbers. According to Wells (1974), these factors include women's early age at marriage (median of 20.8 years in 1970), the frequent changes in women's pattern of living, and their lengthened lifespan (an increase of 26 years between 1900 and 1968).

With the advent of the women's movement and affirmative action in business and industry, there is greater acceptance in society for women to change their roles from being primarily full-time housewives to multiple roles which include moving into the labor force.

In 1974, the U.S. Department of Labor's statistics showed a total of 35.2 million women workers 16 years of age and over (39% of the total labor force), as contrasted with 17.9 million in 1950 (29% of the total labor force). Moreover, in the 1960-74 period, the greatest increase in labor force participation rates was among women 25 to 34 years of age, a rise from 36% in 1960 to 52% in 1974. In the 1950s the largest increase was among women 45 to 64 years of age, with a rise from 37% in 1950 to 50% in 1960. Most recent Department of Labor statistics show 59% of all women 18 to 64 were in the work force.

Wells (1971, p. 6) pointed out, "As the level of formal education continues to rise

throughout the country and greater numbers of women attend college, the group of women who seek paid employment probably will expand. And since education and employment appear to exert reciprocating influences, we can expect the number of mature women attending college to continue to rise."

The current continuing education programs for women can be traced to courses initiated after World War II. Liberal arts college graduates were given intensive courses in education leading to teacher certification, and refresher courses were offered for professional nurses. In 1960, the University of Minnesota formally organized a facility which was specifically committed to making the resources of the university more efficiently and effectively useful to adult women. This facility is now called the Minnesota Planning and Counseling Center for Women, and highlights individual counseling and information services for women at all levels of education. Women are referred to both educational and employment opportunities throughout the local area. The program also offers scholarship aid for adult women, child care facilities, and job placement services.

Comprehensive programs of continuing education for mature women are now offered by several large universities. The growth of these programs has been reported by Wells (1974) in a Women's Bureau publication. In 1963, about 20 offerings for women had been identified. This number of offerings rose from around 100 in 1966 to almost 450 in 1971. Although there is no up-to-date and comprehensive count of continuing education courses, services, and programs for adult women, the number is estimated to exceed 500.

The vast numbers of continuing education programs and of the women over 25 participating in such programs makes this area of higher education worthy of study. The more knowledge which can be obtained regarding this new phenomenon of higher education, the more effective colleges and universities can become in providing instructional and student-related services to this group of students.

This review of the literature will explore research and descriptive studies from 1966 to 1979 which were conducted in the area of mature women returning to school. An annotated bibliography is also included so that persons desiring specific information on a certain aspect of the issue will be able to more easily locate that information. Although the primary emphasis is on literature during that thirteen-year span, several articles were included from the early sixties that were considered important.

The literature on women returning to school will be divided into eleven areas for discussion. The areas are as follows:

- Description of Women Returning to College
- Reasons for Returning to College
- Obstacles Faced in Returning
- Problems Encountered as Students
- Needs of the Mature Student
- Joys of Returning and the Advantages of Maturity
- Success and Achievements as Students
- Counseling Implications
- Recent Research and Counseling Strategies
- Suggestions for Improvements
- Continuing Education Programs for Women

Description of Women Returning to College

There are a variety of studies which describe the characteristics of the returning woman student. The demographic picture of this woman is very similar in every study. As examples, five studies will be cited.

Miller(1973) found that 66 percent of the students at Montgomery College were married, 41 percent were employed, 76

percent attended classes in the daytime, and the average number of children was 1.85.

Scott (1976) surveyed the Re-Engagement women at Colorado Women's College and found that the age range was from 25 to 52 years, with the mean age being 33.3. Sixty-five percent were married, and 21 percent were single. Sixty percent of the women had children, with three children being the average number. Forty-eight percent were employed, with a mean of 8.96 years. Forty-three percent of those employed were full time employees. Most were currently and in the past employed in either medical positions (26 percent) or in office positions (30 percent). For the majority the husband's occupation was either in a profession (56 percent) or in management or business (31 percent). Forty-seven percent had annual incomes over $15,000, and 34 percent of these were over $20,000. The mean number of years since last attendance in college was ten, with graduation from a two-year college or nurse's training being the most frequently given reason for previous education being interrupted, and marriage being the second most frequent reason.

A study by Brandenburg (1974) showed that the average age of women returning to Queens College was 38, almost all were married and had children. Most had had some previous formal education beyond high school, and most had been out of school for at least 15 years. Many of the women said they had discontinued their education in order to marry and raise children; a few said it was because of financial need or lack of interest in school. All had had some type of work experience, paid or volunteer, outside the home. The type of work they engaged in was almost exclusively in areas traditionally pursued by women --secretarial, bookkeeping, and clerical jobs.

Doty (1966) contrasted women who returned to school with those who did not enroll at North Central College in Illinois. She found that mature women who enroll in the degree program differ on these variables from women who do not enroll: career orientation, participation in clubs and other activities outside the home, husband's education and type of occupation, personality characteristics, and social, mental, and physical activities. These differences are detailed below.

- Career orientation—all of the women students planned to pursue careers on a full-time basis in the future, while only 30 percent of nonstudents planned to do so.
- Activities—the students participated in significantly more groups and activities of almost every kind than did non-students. Included were activities in religious, artistic, school or child-centered, special interest, and informal and formal social groups, as well as in volunteer social services activities.
- Husband—husbands of twice as many students as non-students had attended college and were employed in professional occupations.
- Personality—mature students exhibited significantly more masculinity of interest patterns and significantly greater motor as well as mental activity than did non-students. Women who were not students had significantly greater tendencies than mature students to avoid social contacts. The relatively high masculinity scores obtained by these women may be attributed in part to the rather traditional way in which masculinity and femininity are defined by the personality test items. For example, interest in homemaking skills, in somewhat passive activities, and in careers usually pursued by women, such as nursing, are scored as feminine; interests in science and mechanical relationships are scored as masculine.

According to Doty, the greater career orientation and more masculine interest patterns of women students suggest that these women were dissatisfied with the traditional housewife role. The reasons

given by students for returning to college also suggest that these women are more intellectually curious and are better able to make long range plans for the future than are other women. For example, 70 percent of the students indicated financial preparations for themselves or their children were reasons for their return to college.

Unlike her counterpart of fifteen years ago who dabbled in enrichment courses, today's woman who goes back to college is more often a degree - credit student.

In contrast to Doty's findings, Blimline (1974) studied women by using the Strong Vocational Interest Blank and found that her "emerging woman" scored in occupations like newswoman, English teacher, and language teacher, which require a verbal fluence. Social science occupations also did well. The scientific fields like chemistry, mathematics, and engineering attracted few of the women, as did business related fields.

The Edward Personal Preference Schedule was given to these women, and over half scored above the 75th percentile on achievement, exhibition, autonomy, intraception, change, and heterosexuality. Less than 10 percent of the women scored high on deference, order, affiliation, abasement, nurturance, and endurance. Through discussion about the results, the women generally seemed to feel that their high scores on the Edwards represented unfulfilled dreams, whereas the low scores indicated needs sufficiently met.

Reasons for Returning to College

Letchworth (1970) presented the motivations for returning to college in terms of an identity integrity approach. The identity crisis most frequently refers to that period of time when a person questions deeply and comes to terms with her abilities and limitations, with cultural values and attitudes, and with the means of attaining a suitable occupational or societal role. Most women achieve some resolution to the identity crisis when they decide to become a wife and mother. However, after a lapse of ten or fifteen years, they again ask, "Who am I, where am I going, and can I have a career in addition to that of mother and wife?" With society's great emphasis on higher education, many women are drawn to college as a possible place to develop a more far-reaching identity.

Less numerous are the women who are primarily involved in the integrity crisis. This crisis concerns such fundamental existential questions as, "What is the meaning of life?", "How can I relate to the world?", and "What is the nature of religion?". The integrity crisis involves understanding of the world from a creative and unique perspective rather than from a conservative perspective. It involves active participation rather than passive acceptance. If resolved, the integrity crisis will lead the woman to more individualized relations with herself, her family, and society. More specifically, she will be interested in developing a style of life and an occupation that gives her life meaning, is enjoyable, and is significant, rather than one that satisfies identity needs of money, position, and recognition.

In agreement with Letchworth, many studies have reported identity crises which occur for many women. Nichols (1974, p. 123) pointed out, "Many (women) have previously thought of themselves primarily in relation to others—as someone's daughter, wife, or mother, not as individuals in their own right. Self actualization or realization and the idea of 'personhood' in this sense is a new concept for them."

One of the reasons for women returning to the classroom is that technology has les-

sened the household chores of the traditional wife—mother—housekeeper role. Some women have raised their families and the children are now leaving home. Women have used this freedom to participate in volunteer or church activities, PTA, or social and athletic clubs. Not all women, however, are stimulated by these activities, and these women are returning to college in search of new and productive lives. According to Lichtenstein and Block (1963), the desire to prepare for a career outside the home has a three-fold purpose. It is a defense against the loneliness and emptiness which women fear may ensue when the children are grown and the chores few: it is the need to prove her worth as something other than housewife and mother; and it is the desire to earn additional income for herself and her family, either in the form of necessities or extras which the family has not been able to afford.

Another reason for returning is the women's need to use her intellect and skills and to seek greater realization of the potentials she has been told she has. Some women feel the need for status as college graduates, not out of the demands of society but out of pressures, sometimes unspoken and subtle, from their own circle of family, friends, and acquaintances.

An additional factor in the rising rates of mature women in college is the divorce rate, which thrusts some women into a situation where they find they must make most decisions by themselves; and become the major breadwinner for the family. This can be a frightening experience for women 30, 40, or more years old, with few or no employable skills and no previous job experience. Again, returning to the classroom can help such a woman to develop some skills, decision-making ability, and assertive behavior techniques which will lead to increased self confidence.

Recent research has shown that career goals are increasingly the reason for a return to education. Watkins (1974) surveyed the directors of several continuing education programs and noted that unlike her counterpart of fifteen years ago who dabbled in enrichment courses, today's women who goes back to college is more often a degree-credit student.

Bross (1967) noted that many women attend college in the evening for social reasons; that is, for a chance to meet people with congenial interests. The social contacts in the evening are largely those of conversation over a cup of coffee in the student union, in the library, or in crowded corridors between classes.

Markus (1973) reported a study by Baruch which indicated there is a temporal cycle in the achievement motive associated with the age and family situation of college educated women. There is a period of high achievement needs corresponding to high family involvement. Then when the family is grown, there is a return to previous high achievement levels. A return to school is basically motivated by a need for individual achievement in other than inter-personal areas. The need for achievement is evidenced by setting new goals and attempting to meet them. The Markus study found that 58 percent of the women stated that they were interested in goals like finding stimulation, enlarging their own interests and pleasures, and increasing skills as a wife and mother, while 29 percent stated that finding an interesting and satisfying job was the most important goal. Thirteen percent said that both goals were equally important.

Finally, as Scates (1966, p. 2) mentioned, educators in the field of continuing education feel that, "The development of human resources and the fulfillment of human potentials are all encompassing human rights. Many of us are concerned that women, as much as men, or children for that matter, shall have no educational ceiling clamped over their abilities and aspirations."

Obstacles Faced in Returning

There are many obstacles which must be dealt with in order for a woman to return to college. Some of these are psychological obstacles, while others are practical problems to be solved. In terms of psychological obstacles, Lichtenstein and Block (1963) studied the women students in the evening program at Hofstra University and noted that many women have anxiety about their abilities as well as about the wisdom of coming back to school. Much of the anxiety stems from what appears to them as the enormous gap between what they have been doing in the recent past, either working at semi-skilled or unskilled jobs or fussing in the seemingly non-intellectual world of child rearing, and the mysterious, intellectual world of books and ideas, term papers, and examinations.

In the beginning, these women are frightened at being in competition with bright, young students. Bergquist (1973) reported a study from the Continuum Center at Oakland University and found that the most common characteristic of middle-class housewife mothers is the pervasive lack of confidence in their ability. They have little feedback concerning their own real abilities not having fully utilized intellectual, academic, or employment skills for 15 or 20 years. Often the husband's achievements become the very unrealistic yardstick to which comparisons of their own rusty skills are made.

Shishkoff (1973) studied the clients of the Women's Opportunities Center at the University of California and found that a personality characteristic that needs to be overcome is a poor self-image on the part of these women. The self confidence to leave home, even on a part-time basis, is lacking. It appears to have been drained from those who are not regularly involved in continuing education or are not employed full or part-time. In some cases it was caused by the attitudes of husbands or teen-age children and in some cases by society itself. It expresses itself in all manner of concerns, varying from fear in driving the freeway or going alone to classes at night.

The most common characteristic of middle-class housewife mothers is the pervasive lack of confidence in their ability.

Practical obstacles also pose conflicts for these women. Hembrough (1966) studied married students at the University of Illinois and noted that married women often encounter difficulties trying to continue their education because of their mobility. Families move from one city to another and from one state to another. From his experience working with returning women students from "Operation: Second Chance" at the University of Minnesota, Chambers (1967) found that obstacles are sometimes posed by colleges themselves, and include discouragement of part-time students, the feeling by instructors of embarrassment at having mature students in their classes, and discrimination both on the grounds of age and sex in some departments or among some faculty.

Glass and Harshberger (1974) discussed the external forces with which the middle-aged adult who returns to higher education must contend. These include our society's values toward youth which make the mature student, initially at least, feel physically, socially, and psychologically out of place. Adult students trying to operate in this youth oriented society may experience a heightened sense of aging, or may develop a general sense of worthlessness.

Another value of our society is the emphasis on work and production. A return to school may, for the adult, be seen as conflicting with being a productive individual here and now.

Third, there is emphasis on an involvement-oriented community. In returning to school, the adult has often been forced, through a major change in life patterns, job status, or even physical relocation, to disinvolve from community affairs, which may lead to an immediate and marked loss of status.

Fourth, we live in a materialistic economic environment and an adult's return to school on a full-time basis in the middle years may be accompanied by a reduction in economic status.

Problems Encountered as Students

Once a woman has surmounted the obstacles which are preventing her from making a return to campus, she finds that there are still problems which have to be solved.

A number of studies have reported that the major problem seems to be in terms of management of time and family responsibilities. Markus (1973) studied a sample of women who contacted the Center for Continuing Education at the University of Michigan from 1964-72 and reported that 64 percent of the women felt that spending less time with children created some problem, and 56 percent felt that spending less time with their husband also was a problem. Spending less time with friends (44 percent), neglecting housework (53 percent), and putting extra responsibilities on husband and children (42 percent) also posed problems.

In agreement with these findings, a survey of mature women students at Colorado Women's College by Cook (1974) indicated that the major problem was in the area of family conflicts (child care, appointments, illnesses, etc.). The second largest problem was in terms of not having enough time for study, recreation, and planning. Other reported problems, although not as crucial, were finances, scheduling of classes, housework versus homework, harassment from family or friends, need for better counseling, limited course offerings, problems with a particular office on campus, learning individual thinking, the slow accumulation of credits, distance between home and campus, transportation, feelings of inadequacy, the inattentiveness of younger undergraduates in class, smoking in class, registration procedures, and changes in class and offered time of class.

In a study by Letchworth (1970) at Youngstown State University, the primary difficulty was found to be the adjustment of a schedule to include both academic and household responsibilities. He reported that management of feelings of guilt was a second concern. The woman feels that she is selfish when she neglects the full responsibilities to her home, her children, and her husband. She feels that she is selfish when she spends money on education and thereby deprives her family of material advantages. She may also feel guilt concerning her aggressiveness, or for competing or even wishing to compete with her husband.

Shame, like guilt, is another factor that plays an important role among the anxieties and apprehensions of some women returning to college. Shame is a feeling of not being able to live up to one's own standards or aspirations. The feeling of shame is particularly related to the woman's concern over her intellectual abilities. She is afraid that in spite of the great energy she has expended in returning to college, she is basically inept and will not be able to succeed. She is afraid of showing her grades to her husband and children, as any poor grade will be indicative of her lack of ability. She is afraid to interact in the classroom situation for fear of revealing her lack of information or her stupidity to both the instructor and younger classmates. Shame also leads to an inordinate concern of terror regarding examinations. Because many women remain somewhat passive in the classroom, the examination is the only way

that their knowledge and comprehension can be ascertained.

Isolation is a problem for a few women returning to college. They feel that they will not be able to relate to youngsters and will be alone in the college culture.

DeLisle (1965) studied the married woman undergraduate from 12 institutions for a NAWDC Ad Hoc Committee and found that some problems are institutional. Regardless of appropriate intellectual potential, few of the mature women have received any encouragement within the institution to continue to professional or graduate education. The personal and academic problems of the women are for the most part, symptomatic of deeper, more underlying societal problems and attitudes which represent inhibiting factors.

In order to achieve, the women need to develop and strengthen their capacities to assert themselves and to make decisions.

Since home and family responsiblity is the major problem for these women, Westin (1975) emphasized the importance of family support. She conducted a wide study of women across many institutions and found it was very difficult for a woman to go back to college if her husband was opposed. The Markus study showed that the advice and opinions of others, especially the husband, often are critical in making a decision to return to school, and once returning, staying in school. During the time these women were in school as adult returnees, 82 percent reported that they received some help and encouragement from their husbands, with 58 percent reporting a great deal of help and encouragement. The majority of women also felt that they received at least some help and encouragement from their children and friends. It was found that the more help and encouragement the returning student felt that she received from her husband, the greater the likelihood she would stay in school.

Needs of the Mature Student

There are many needs that the returning women students have which in most cases are not characteristics of the traditional college-aged student. Scates (1966) reported that the first need of a returning woman student at George Washington University was encouragement, a restored confidence in her ability to study and to work. The important thing is to create a climate, an environment for recognizing one's abilities and making the most of them. There is a need to help the students get rid of the idea that women are less capable of intellectual achievement than men. There are individual differences, but no sex differences in intellect, and research findings show conclusively that learning ability isn't related to previous education or to age.

According to London (1966) who conducted a study of programs in the San Francisco bay area, many women returning to school find the methodology and content of courses formulated for teenagers and young adults inappropriate in light of their own considerable life experiences. Hembrough's study (1966) of married students at the University of Illinois found that there is a need for more flexible class hours. She also found that the mature students wanted more evening courses, a wider variety of televised and correspondence courses, and more courses meeting once or twice a week for several hours instead of three or four times a week for one hour at a time.

Brandenburg (1974) presented the needs of returning students in terms of psychological needs and practical needs. Psychological needs are described as identity prob-

lems which point out the need of these women to find understanding and support with respect to the importance and difficulty of their decision to continue their education.

One of the psychological needs is to develop a relationship with others. Many of these women have for a long time been subverting their own needs and interests to those of others. Frequently they have gone from being dependent on their parents to being dependent on their husbands, and have therefore not developed their own identities. A resulting lack of confidence may be further reinforced by limited opportunities to achieve success outside of the family. In order to achieve, the women need to develop and strengthen their capacities to assert themselves and to make decisions. These capacities are crucial to learning. The student must be able to read critically, analyze information, attack questions, and assert her own ideas.

In addition to being uncertain of their ability to achieve and unsure of their goals, many women also face resistance to their return to school from husbands, families, and friends. Regardless of the reactions of others, the woman returning to school may need support and friendship from other women in a similar situation.

Practical needs of these women are often not met by the institution itself. College services are often geared for younger students in a different life situation. The women frequently feel much anxiety about using such services, viewing them as being meant for the younger students. Some interpret all discourtesies they experience on campus to be a result of their age or situation. Practical needs include the following:

- Admissions and orientation—the requiring of outdated transcripts and letters of recommendation and the anxiety of taking entrance examinations stressing skills that may be rusty after a long interruption of formal education. The possibility of giving "life experience credit" or CLEP credit should be considered.
- Financial aid—many scholarships and fellowships tend to exclude this group, and since many women must return on a part-time basis, they are not eligible for much of the existing financial assistance. It is often a vicious cycle where "without funds I must remain part-time, but as part-time I can only get insufficient funds." Under existing guidelines, many women do not qualify for financial aid because of their husband's income. Unfortunately, this criterion is used even in cases where the woman is not receiving any financial help from her family.
- Child care—usually college sponsored or supported day care facilities are limited or nonexistent.
- Academic skills and schedules—studying, taking notes, writing papers, using the library, and devising schedules requires some brush-up on the part of most women. Specialists from the college's library, academic skills center, and counseling office, as well as other students who have previously returned to school can share their expertise and experience with those in need.
- Academic and vocational counseling—the majority of students are seeking a meaningful career on graduation. Many women have experienced pressure from factors associated with time: their age, the restricted pace at which they could take courses, and the fact that in some cases they had only a limited number of credits remaining before graduation and therefore needed to make important academic decisions quickly. A knowledge of placement agencies specializing in positions that meet the special needs of women may be helpful both during and after college.

Joys of Returning and the Advantages of Maturity

In spite of the obstacles, problems, and needs of the mature woman in attempting

to return to the classroom, there are many reported joys in having made such a decision. Many of the women feel that there are definite advantages, too, in being in college at a more mature stage of their lives. This maturity is reflected in their high motivation, seriousness of study, and commitment to a specific goal.

The woman who has had the experience of running a home and raising children and taking part in civic activities brings a rich, practical experience to whatever she does.

Scates (1966) concurs and adds that the happily married woman isn't going to be distracted from her studies by worries about her popularity. And the woman who has had the experience of running a home and raising children and taking part in civic activities brings a rich, practical experience to whatever she does.

Markus (1973) found that a return to school, in almost all cases, is an enjoyable, valuable experience. The positive impact of this particular self-initiated change on the individual appears almost unquestionable. Eighty-five percent of the women reported that they enjoyed school very much, and 75 percent felt that it changed their lives in significant ways. Sixty-six percent mentioned increased knowledge, understanding, and qualification for a specific job as the significant contributions of continuing their education. Sixty-one percent mentioned that a return to school gave them a sense of accomplishment and achievement, or gave them new confidence and self respect. The feeling of accomplishment gained from such a return seems to offset many of the external, concrete problems encountered and probably contributes significantly to the overall positive evaluation of the school experience.

A return to school not only satisfied a desire for achievement for many women, but it also was perceived as enhancing existing interpersonal relationships. One woman from the Markus study (1973, p. 18) illustrated this finding. "It provided new perspectives, direction, and structure to my life. I discovered, or rather rediscovered, enjoyable talents in myself and gained a greater poise and self-confidence as a result of my feeling of competence and knowledgeability. It enabled me to establish a more sharing relationship with my children that crossed parent-child boundaries and it enabled me to share common interests and work with my husband and to enrich the excitement we feel for each other." Seventeen percent of women reported gaining greater respect from family and 10 percent mentioned gaining new friends.

A Re-Engagement student from Colorado Women's College shared the following poem regarding her return to college:

She lived in a twilight world denying
her own brightness.
Too long she had lived through others
Basking in the sunshine of their success.
Like a chameleon she took their bright
reds and yellows
Only to have them fade
When she returned alone to her grayness.

Then one day she was told to dance and
sing
Of course, she didn't think that she
could
But she did.
And as she started to dance and sing
She began to believe in herself
And the light she created brightened
her twilight world.

Scott (1976) tested the self-concept of a group of women at Colorado Women's College prior to their returning to school in the fall, at mid-year, and at the end of the academic year. Change in self concept was

measured using the Tennessee Self Concept Scale. A significant change was found in the self concept of these women on three scales—the Total Self Concept, the Self Acceptance Total, and the Family Self Total. The change was found to be greatest during the first semester of the year. In addition, significant correlations were found between the achieved grade point average of the returning women at the end of the year and their scores on the Total Self Concept scale, the Behavior Total scale, and the Family Self Total scale.

Westin (1975, p.58) pointed out that for some women, one of the best parts of going back to the books is the chance to know younger students. "They're bright and sensitive, and so many are interesting and vital. Because of them, I understand my own children better," reported one woman.

In the Brandenburg study (1974, p.13), many women stressed the eventual improvement of their marriage and family situations as a result of their returning to school. One woman said, "I have allowed my children to grow up independently and have more respect for them and they for me. Stress and strain has been placed on family life during crises—test time, papers, etc. I have learned to manage my time better and feel like I am using my time more fully. My husband takes pride in my accomplishments and helps more by encouraging and cooperation."

The Cassell study (1971) of mature women at the University of Denver found that 40 percent of those responding as older women saw their maturity as an advantage rather than a disadvantage in being a student, particularly citing that it gave them better perspective to interpret their learning experiences as well as better study habits.

In an article by a mature student, Auer, (1973, p. 138), reported, "Perhaps what I find most striking is the continuous questioning and challenging of some long established concepts. I find myself defending strongly held beliefs objectively and intelligently because no other course is tolerated. In the light of knowledge gained in lectures and hours pouring over research in the library, the debates over the coffee cups carry enlightenment further."

Success and Achievements as Students

One of the areas of interest to educators in the area of continuing education is the academic success rate of the adult learner. Many studies, as outlined below, have measured this variable of academic success and have found that the mature student often does as well and frequently surpasses the younger student.

In a study of women students at DePaul University and Roosevelt University by Halfter (1962), it was found that the older women did, on the average, about ten percentile points better than their younger classmates. Analysis of the data showed that the older women gave a better-than-young average performance in each field of study in both of the universities studied, with the exception of performance in natural sciences and mathemtics in one university. A study of the distribution of course grades among younger women and older women revealed that older women gave a superior total performance and a superior performance in each of the fields of study.

Scott (1976) found that 61 percent of the returning women students at Colorado Women's College achieved a grade point average of B+ or better. Twenty-three percent had a straight A average, while only six percent had a C average.

In an examination of a variety of studies on the achievement of mature adult students, Reed and Murphy (1975) found that mature adult students are more aware of the value of a college degree; they are able to draw on maturity in their college experi-

ence; and they are more successful in academic performance as measured by college G.P.A. than young adults. It has been found, however, that as age increases, the use of high school G.P.A. as a predictor of academic success in college becomes less reliable. In some studies showing a lack of significant difference between the two groups, this may be accounted for as follows: mature adults, though mature in terms of motivation, personal habits, etc., may be academically rusty and/or poorly prepared, while young adults, accustomed to academic routines, may be lacking maturity, good study habits, etc., so that both groups are resolving their own particular deficiencies simultaneously, resulting in comparable levels of G.P.A. performances.

Overall, 64 percent of the women stated that a return to school made positive changes in them and their lives, and 41 percent rated the change as very positive and as improving their lives in many ways.

Lunneborg, Olch, and deWolf (1974) found that with advancing age, older people compared to younger people have a verbal advantage and a quantitative disadvantage and this verbal intactness extends into the 70's and 80's. On a test battery, the median scores for the older students at the University of Washington were higher for vocabulary and spelling and lower for the three quantitative tests. For example, the median score of 68 on vocabulary for older students represented their 50th percentile, but the 93rd percentile among freshmen.

Some instructors prefer the adult students, according to the study performed by Bross (1967) of night students. They find these mature scholars are earnest students who bring to classroom discussions thought-out points of view and intelligent contributions. Instructors can bank on the fact that women who go to school in their forties go because they want to, that they hold down responsible jobs, and that they have adult outside interests. Instructors can expect, and get, work from these students of better than average caliber.

The women who entered the program at Diablo Valley College were found by Taines (1973, p. 6) to be extraordinarily hard-working students, frequently doing far more than an assignment demanded. Especially at the beginning of the semester, they worried considerably about learning a topic. They became more self-assured as the term went on, and their grades indicated their mastery of subject matter was profound. As one woman wrote, "To start with new skills I learned, I feel I have learned to be more analytical and critical of what I read and hear. My speed in reading has increased, my writing has improved, and also in speaking, I have become aware of an improvement in brevity and all-over delivery. I have also learned the value of listening. And to all this I would like to add that I have gained more tolerance of and insight into my fellow women and the roles they play and that I, myself, have planned."

Lichtenstein and Block (1963) studied women in an undergraduate evening program and found that the data clearly indicated that their grades were significantly higher than those of men. Women's G.P.A. on a scale of 0 to 4 was .7 of a point higher than those of men. Another measure used was that 60 percent of the students inducted into the local honor society were women, even though they represented only 25 percent of the evening undergraduate student body.

The Markus study (1973) reported that 91 percent of the women did at least as well in their schoolwork as they had the last time they were in school, and 50 percent reported grades better than the grades they

received earlier. Forty-two percent of the women in her study had received some type of degree, and 37 percent of the women were still attending school either part or full time.

Fifty-seven percent of the women in this study, however, reported at least some second thoughts after returning to school. These doubts fell into two basic categories: those related to family and home (41 percent), e.g., "Am I neglecting my home and family," and doubts related to ability to succeed (52 percent), e.g., "Can I do it? or Am I too old?" Although there is a trend for more second thoughts of this type to be expressed by older women, the pattern is not pronounced. Second thoughts were also related to scores on the self-esteem measure which was given to these women. Those with higher self-esteem scores were less likely to report second thoughts when returning to school. Overall, 64 percent of the women stated that a return to school made positive changes in them and their lives, and 41 percent rated the change as very positive and as improving their lives in many ways. Twenty-two percent saw a return to school as having both positive and negative aspects.

Another behavioral measure of the overall impact of a return to school and the success of this self-initiated life change is the attrition or dropout rate. Forty-eight percent of all women returning to school dropped out of school at least once since their return. There was some indication that those women with higher self-esteem scores were less likely to drop out of school. The reasons for dropping out are fairly diverse and do not seem to revolve around any one particular issue. They included personal problems, e.g., illness, marriage or pregnancy, financial problems, lack of interest, motivation or changed goals, not enough time for family responsiblities, moving away, and difficulty in school.

In the study of the married woman undergraduate by DeLisle (1965) for the NAWDC Ad Hoc Committee, it was found that although no incidence of academic failure could be identified for this group of subjects, it was clear that a number of related matters needed attention, namely: (a) full intellectual potential was not being realized; (b) the pace of the regular academic program may have been too strenuous, thus jeopardizing health, family stability, and quality of achievement; (c) academic achievement, though acceptable according to institutional standards, was not satisfying to many subjects; (d) there was a narrower scope of educational pursuits than was found among other categories of students, largely concentrated in elementary education and stemming from the persistence of certain assumptions as to suitable choices for women; and (e) regardless of appropriate intellectual potential, few had received any encouragement within the institution to continue to professional or graduate education.

Counseling Implications

In many of the studies and articles written on the subject of the mature woman in college, great emphasis was placed on the importance of counseling services which were designed to help this woman overcome the problems she was facing as a student, and for a keen awareness of the special needs this adult student brings to an academic setting.

Lichtenstein and Block (1963) emphasized that institutions of higher education must expend greater effort toward expanded educational and vocational counseling for these returning women. Many of these women can be encouraged to utilize their varied and considerable skills and talents to a far greater extent than they do. Counseling services must also reach out into the business and industrial community to provide education about the vast resources of highly-talented woman power at their dis-

posal if they are willing to make a few adjustments in their schedules of operations, their routine patterns, and their attitudes. The community would thus profit from more productive talent and more women would derive greater satisfaction.

In a sampling of students at Montgomery College, Miller (1973) found that transfer and academic counseling were shown to be the most needed service. Twenty-two percent considered they had a need to transfer to a four-year college, and 20 percent stated a need for academic advising.

Miller felt that mature women students would benefit from a greater awareness of the student personnel services available to them at the college. Many of those students enter the college initially as non-degree students. Several of the women suggested that the college provide a counselor familiar with the needs of the mature student. Since most of the women expressed their educational goals in terms of career and income, a greater counseling effort should be made to explore ways to help these students reach those goals realistically. Providing counseling for this student is not an easy task in a constantly shifting job market.

Cossey (1973) reported on the Women's Re-entry Education Program (WREP) at DeAnza Community College and emphasized that the counselor must be aware of and possess the ability to deal with the psychological dynamics that surround this special student. She felt that successful reentry was a process of three stages:

1. The first stage of the process can be identified by the intense anxiety that the student experiences. This is a critical time for this student and personal contact with a counselor is imperative. Many have not fully decided that school is what they wish. The counselor must help the student in clarifying her intentions and help her deal with the fear of failure reaction that she is experiencing. It is during this stage that some students drop out, if not handled with care.

2. The second stage encompasses a consciousness of the total group. The student realizes that there are others who are having the same experience. At this point she reaches out in an attempt to solicit support from the other group members. The counselor perceives this critical time and facilitates the initial "coming together." It is here that development of group interdependence plays an integral role in helping the counselor and student to overcome difficulties as a result of academic demands.

3. The third stage is one in which the student becomes aware of the power and self-confidence that she and the group have attained. The counselor helps the student in her eventual break from the program. This general process required a full academic year.

The specific functions of a counselor in helping the mature student are discussed by Brandenburg (1974). She emphasizes that the counselor must make an all-out effort to understand the barriers that women put in front of themselves, in addition to understanding external barriers that exist. The counselor may need to assist the women in coming to terms with such difficulties as feelings of dependency, self-defeating behavior, and coping with the resistance of husbands, children, and friends. The women must explore the extent to which they prevent their own success. Women need to analyze and understand the reactions of their husbands and families. This analysis may help women to decide whether the reactions they receive will change as part of the adjustment process; it may also help them develop methods for functioning and coping with the reactions they receive.

Some women may need to explore their own guilt feelings regarding their children and may need to consider the place of self-gratification versus sacrifice for others. The counselor can conduct a series of small group discussions in which the women deal with general feelings and behavior as well as specific topics. Series like these provide

an opportunity for women to receive counselor input and to share with and receive support from others in the same situation.

In some discussions the counselor suggests typical patterns of behavior and conflict. As the group progresses, discussions spring naturally from the members. Most women find it invaluable to share their experiences and techniques for coping. The relief of knowing that others are also having difficulty in dealing with various stresses is comforting in itself; and the sharing may be a first step in finding solutions.

Although some problems may be resolved within the group, counselors who are involved with groups must be prepared to do individual counseling. They must be particularly aware of the possible dependency needs of the women and avoid reinforcing these needs in the counseling relationship.

Two areas of responsibility for counselors are suggested by Tautfest (1964). She suggested that first, counselors need to develop an understanding throughout the college or university of the differences in life patterns between men and women and the effect these differences have on women's lives in and after college. Second, as leaders setting the climate on the campus, counselors should always evaluate that climate in terms of whether it encourages the maximum development and utilization of the potential of women. Effort needs to be centered on programs, activities, and rules for women students and faculty and how administrative policy impacts on these women. Finally, if it is desirable that each woman shall ultimately find the freedom to be herself, we should broaden our concept from continuing education for women to continuing education for people.

Recent Research and Counseling Strategies

Studies of the late 1970s emphasize research about returning women students and their families and suggest specific workshops which can be conducted to meet the needs of these women and enhance the positive effects of a return to the classroom.

Roach (1976) presented a framework for understanding the stress faced by the returning woman student. It has been found that as women return to the classroom, they are confronted with a new set of expectations, and become vitalized and stimulated by a new environment and peer group. The woman sees herself as an accomplishing individual in her own right and finds her behavior and attitudes begin to change as her confidence and self image grow. Stress, however, is caused by an imbalance between the woman's attitude toward this changing self and her family's attitude.

A number of alternative behaviors and coping mechanisms are suggested as possible ways to reduce the strain caused by this imbalance. The possible choices include (1) change in the woman's attitude toward her changing self; (2) A change in the family's attitude toward the woman's changing self; (3) A reduction in the importance assigned to her changing self; (4) A reduction in the positive attraction of the woman for her family; and (5) A reduction of the common relevance assigned to the woman's changing self-concept for both the woman and her family. (p. 88).

Roach suggests that it is imperative for counselors to understand these interpersonal stresses and that support groups be encouraged to assist the woman in understanding that the changes in her self will most likely be accompanied by changes in life styles and interpersonal relationships. Several relevant questions are examined which might aid in the reduction of this stress, and examples are given of programs which can be implemented by colleges and universities. These examples include support groups, conferences devoted to exploring the changing roles of men and women, human potential and values clarification seminars, and orientation programs for

both the reentry women and their husbands.

Hooper and Rice (1978) conducted a follow-up study of women who had obtained continuing education counseling and found that the majority had made personally satisfying attitudinal or behavioral changes such as returning to school, but did not attribute the change made directly to counseling. Respondents with no children were more satisfied with the change in their lives than were those with one or more children. As a group, the respondents indicated the counseling they received was more helpful than not, but 59 percent also indicated that they wished additional counseling or follow-up either immediately or in the future.

The questionnaire contained questions to measure locus of control, and respondents were found to be primarily internal in locus of control. Changers had significantly higher powerful others scores than nonchangers. The authors argued that "women whose lives are closely bound up with others and who are aware of the dialectical nature of their relationships, may be in a better position to make changes in their lives, particularly when they have the support and encouragement of their significant others . . . the changers in this study are those who are aware of the power of their family's support to make sure they have such support before they undertake significant change" (p. 46).

An implication for continuing education counselors and advisors is that the support and approval of significant others for a woman's return to higher education when considered in relation to the level of her motivation, locus of control, or other personality variables may prove to be a better predictor of academic success than any of the more traditionally used predictors such as IQ or grade point average.

Hooper (1979) studied 24 families of undergraduate and graduate women enrolled at the University of Wisconsin in Madison in order to gain insight into the functioning of families whose mothers had returned to school and to assess the impact of the return to school on certain personality variables of adult members of the family.

It was found that the husbands of undergraduate women had higher average self-esteem than their wives but the average esteem of husbands of graduate women was lower than that of their wives. It was also found that the longer a woman had been in school and the shorter the time a woman had been out of school since her previous enrollment, the higher self-esteem.

A correlation was also found between the husband's anxiety over what might happen to the marital relationship as a result of his wife's return to school and the number of semesters the wife had been is school. This concern centered on what their wives would do after receiving their degrees.

The families were divided into three groups according to their coping style. In the "agreement" group the woman's role as student was performed in addition to all her family roles. These women all showed considerable guilt over the apparently nonexistent negative impact of the student role on the family and most of the women said they would drop out of school for family-related reasons.

In the "egalitarian" group, the student role was accommodated by the rest of the family. There was some guilt experienced about being in school, but it was significantly lower than for those in the other two groups. Most of the women would drop out of school only if there was a family crisis; i.e., death or illness.

In the "disagreement" group, women seemed to use the student role as a lever to force change in family role taking and decision making. These women experienced guilt at the same level as the agreement group but it was guilt about trying to force their families to change. Many of the women said they would never consider dropping out of school.

These research results clearly support the need for counseling of the returning woman student, especially early in the student's academic career so that students and their families would understand the demands of the student role, the possible impact on the family, and strategies for coping with problems.

Karelius-Schumacher (1977) reviewed five studies which she found valuable in assisting her in designing women's workshops at Antelope Valley College, Lancaster, California. The five studies were Brandenburg (1974), Letchworth (1970), Schlossberg (1972), Hiltunen (1968), and Blimline (1974). From the suggestions mentioned in these studies, she designed a women's workshop which met for an hour and a half a week for eight weeks. The workshop included activities in values clarification with particular focus on awareness and priorities regarding how a woman spends her time. Awareness of self was also stressed through the use of an autobiography which solidified for each woman the base of identity from which she was working, and an exercise entitled the "Ideal Self-Image" which assisted each woman to look at the woman she wished to be, to assess herself in relation to each ideal characteristic, and to set long and short range goals for herself in order to become that "ideal" woman. Assertiveness training skills were also incorporated into the workshop. A final component of the workshop was the inclusion of a variety of assessments in the area of assertiveness, personal and interpersonal values, aptitudes, and vocational interests. These tests were used to enhance self awareness and as springboards for discussion within the group. An advanced communication skills workshop and a follow-up vocational exploration workshop was also made available to the women.

Muskat (1978) suggested a career counseling curricula, designed and taught by counselors, as an effective way to meet the needs of women reentering college. The curriculum included six components: awareness of oneself and one's skills, expansion of options, vocational and occupational information, academic planning, strategies for implementation, and a look to the future. A curriculum of this type focuses on the women themselves rather than on the discrimination and sex-role stereotypes of employers. Muskat believed this focus was most effective because counselors are more often in positions that enable them to work directly with the women who, as a result of their participation in the curriculum, will become empowered to make their own way in the world of work and leisure.

Little research has been conducted on the effectiveness of workshops or group approaches in continuing education. One reported evaluation study is by Rice and Goering (1977) who conducted a follow-up study of two Career and Decision Making Workshops to show a comparison of initial versus six to ten month follow-up evaluations. The content of the workshop was designed to progress from values clarification to processes and tools of decision making, to lifetime goal planning and time management, to specific didactic information about jobs, schools, volunteer work, and how to enter each. Techniques included warm-up exercises, lectures, value vignettes, role models, Strong Vocational Interest Inventory interpretation, and homework assignments.

The initial ratings for workshop I and II respectively were 4.0 and 4.3 on a five-point Likert scale. The follow-up ratings were 3.7 and 4.0. This slight lowering was to be expected due to the "halo effect". A comparison was also made of the manner in which individuals structured their time from pre to post workshops. It was found that more than three-quarters of the participants made major changes in activity, with over half of them returning to class. Also, nearly 30 percent of the participants

reported they felt increased self confidence and increased assertiveness in considering themselves when planning their time and activities. Thirty-five percent claimed they also felt more knowledgeable about their values and goals. Finally, 84 percent of the participants indicated they had made decisions using the information and processes learned from the workshop. The decisions included returning to school or work as well as decisions against taking a job or against leaving a marriage.

This study shows that a single in-depth workshop experience can be quite effective in facilitating planning and decision making of returning adults. It can be a first step in a continuing education program, assisting women in making the transition to a return to school. As the authors also point out, an evaluation of this type can provide accountability data and cost/benefit analysis to higher education administrators so that programs of this type survive and continue to provide the vital links between community and campus for the returning adult.

Programs offered by continuing education are usually strongly based on the job market and organized to develop skills for competent performance. Most provide skill-oriented courses, as well as liberal arts curricula, to meet the diverse needs and interests expressed by their clients, and to provide the support and training that adult women need to enable them to enter or reenter the labor market. These studies have shown that counseling and career guidance play key roles in this educational process.

Suggestions for Improvements

There are many suggestions for improvements in the literature for colleges and universities considering providing education for the mature woman student.

Wells (1971) commented that if mature women are to be active and responsible participants in tomorrow's world, new responses must be made to changing social and economic developments. Mature women who find they have more free time and want to share in the excitement and responsibilities of the economic world need to be able to obtain suitable occupational skills. As the number who return to college and work continues to rise, they need to make known their interests in and their requirements for education and training.

Some major reforms are needed in the philosophy of college education —a change in the whole custom of getting professional credentials only through a set string of courses leading up to a liberal arts degree.

University and college officials, in turn, need to review their current curriculum offerings to be sure that education is available to mature women at suitable times and places and in a manner appropriate to adult experience and patterns of life. These officials also need to understand how important it is to establish a special educational facility or service for mature women. Whether this involves refresher courses, a counseling service, financial assistance, or some other form of special services, such programs demonstrate active support and encouragement of continuing education for women.

Mulligan (1973) stressed that more day care should be available. Only five percent of the programs listed in the Continuing Education Programs and Services for Women in 1971 report by the Women's Bureau offered day care. Mulligan supported the need for financial aid to part-time students. Another suggestion she made was that a "switchboard service" be included to provide information of educational opportunities and requirements within the institution and interinstitutional arrange-

ments for complementary educational opportunities at other institutions.

Special effort should be made to orient the adult student returning to the academic environment. Tinker (1965) focused on the need for such orientation which might include introduction to the great minds on campus, the use of libraries, laboratories, art departments, and attendance at extra-curricular lecture series. This orientation should also provide informal occasions for sharing ideas with others of like concerns.

The women urged remedial classes for teachers who use excessive academic jargon in their lectures, creating a needless barrier between the students and the material they want and need to learn. They also urge teachers to explore new ways of eliciting knowledge from their students; ways other than term papers, hour tests, and finals.

Tinker also felt it was advisable to have testing services available in order to help prospective students determine their academic strengths and weaknesses, their interests, and their potential abilities. Such testing frequently reveals "hidden assets" which can be utilized in guiding the individual to a better program of study.

In the Cassell study (1971), it was found that a number of requests for special services for women was in the health service area, with nearly thirty percent asking for a variety of medical services in gynecology. The main request was for birth control information and prescriptions, the availability of an abortion clinic, Pap tests, and a VD service.

Riddell and Bingham (1973) suggested that more provision be made for credit of life experiences. These women have had vast work experience, much of it concerned with community issues such as housing and health care, which gives them a unique knowledge of urban problems and skills in organizing and public speaking as well. The women felt these were assets that educators ought to recognize and build on.

Some major reforms are needed in the philosophy of college education—a change in the whole custom of getting professional credentials only through a set string of courses leading up to a liberal arts degree.

However, new programs alone don't change the problems the older student faces in the actual classroom situation. High priority on designing better courses and awakening teachers to the ways the older student could contribute more to the classroom. Many teachers were simply not prepared to draw on the older student's assets —especially if the student was at all hesitant about speaking out. The women urged remedial classes for teachers who use excessive academic jargon in their lectures, creating a needless barrier between the students and the material they want and need to learn. They also urge teachers to explore new ways of eliciting knowledge from their students; ways other than term papers, hour tests, and finals. Sometimes oral reports, personal journals, or papers that argue for a particular course of action can bring out strong sensibilities and opinions that younger students might not match.

Continuing Education Programs for Women

A great many articles contain descriptions of continuing education programs for women. These programs basically began in the early sixties, and were designed to overcome widespread obstacles restricting women's educational opportunities. According to Wells (1974), the programs varied considerably, depending on such factors as the expressed needs of the mature women in the area, the special talents of interested

faculty members or concerned community leaders, or the demands of the local labor market. Generally speaking, the so-called continuing education programs for women had one or more of the following features:

- Strong emphasis on education and job counseling
- Individual assessment and counseling
- Group orientation and support
- Information about opportunities for training and employment
- Liberal provision for transfer of credits
- Flexible scheduling of courses at convenient hours
- Enrollment on a part-time basis
- Limited course loads
- Course content and methodology oriented for adults
- Financial assistance, especially for part-time study
- Provision of job leads or referral services

Several new developments and changes in program emphasis are emerging as the educational institutions and other organizations with "older" programs or courses continue to respond to the needs of their clientele. Continuing education programs and centers are exerting more effort toward meeting the special needs of particular groups of women. Past emphasis had been on assisting housewives interested in entering or re-entering the work force, or in searching for personal identity and fulfillment, or both. The new courses are now being devised to help employed women with their career development or advancement to managerial positions. Other programs are seeking linkages with undergraduate women and community groups, promoting development of child care facilities, or experimenting with new methods of reaching out and helping low-income women.

Other changes reveal commitment on the part of directors and leaders of continuing education programs to advance such related concerns as women's studies programs, women's resource centers, and women's caucuses and committees formed to expand equal education and employment opportunity on campus.

The new courses are now being devised to help employed women with their career development or advancement to managerial positions. Other programs are seeking linkages with undergraduate women and community groups, promoting development of child care facilities, or experimenting with new methods of reaching out and helping low-income women.

Since responsiveness to the needs of their constituency has been a strong characteristic of continuing education programs for women, numerous courses have been arranged for specific groups of women. Illustrative of these groups are low-income women, single women, women offenders, union women, and wives of executives.

Several efforts are underway to extend the benefits of continuing education programs for women beyond the scope of a single institution at a single location. Probably the most significant is the application of consortium arrangements already existing among colleges and universities.

Scates (1966, p.2) reports on the message provided by the President's Commission on the Status of Women in 1963: "Means of acquiring or continuing education must be available to every adult at whatever point he or she broke off traditional formal schooling. The structure of adult education must be drastically revised. It must provide practicable and accessible opportunities, developed with regard for the needs of women . . . Where needed and

appropriate, financial support should be provided by Local, State, and Federal governments and by private groups and foundations."

The Carnegie Commission report (1973, pp. 157-163) on higher education lists four recommendations which are pertinent to continuing education, and one recommendation in regard to the problem of child care. These recommendations are as follows:

> Recommendation 21: The commission reiterates its support of the development of external degree and other nontraditional study programs, emphasizing the need, that has not in all cases been observed, for high quality in such programs. They are especially important in relation to the special needs of mature married women for continuing education.
>
> Recommendation 22: The existence of separate institutions for nontraditional study should not be used as an excuse for denying qualified adults of either sex the opportunity to study on tradtional campuses on a full-time or part-time basis.
>
> Recommendation 23: Large campuses should have an administrative officer specifically concerned with ensuring that qualified adults are given opportunities to pursue undergraduate or graduate study on a full-time or part-time basis. Whether there should be a separate center for continuing education of women should be decided in the light of the circumstances prevailing on any given campus. We believe that there is often a case for a center primarily concerned with the educational problems of mature women, but that the need for such a center may be transitional and that in the future the concept of continuing educational opportunities for mature women is likely to be so thoroughly accepted that a center especially oriented toward women's problems may no longer be desirable or necessary.
>
> Recommendation 24: Colleges and universities should be responsive to campus groups seeking to develop child-care services. An essential step is to appoint a carefully selected committee to study various types of child-care services, including those already available to students and employees of the institution. The committee should include faculty members drawn from appropriate departments, parents, and persons knowledgeable about community resources.

We believe that in most situations, especially for smaller campuses, it will be preferable for the academic institution to cooperate with other community groups in ensuring the availability of adequate child-care services in the community. If campus facilities are desired on or near large campuses, we believe, consistent with our general view that an academic institution should not assume functions that are not central to its main purposes, that it will usually be preferable to seek an arrangement under which the child-care services will be provided under the auspices of a separate board of directors and not as a direct function of the academic institution. The board of directors would be expected to ensure adequate financing and adequate standards for the child-care services.

We believe that student-parents should be expected to pay for child-care services on the basis of sliding scale fees according to their incomes and that parents who are employees of the institution would normally be expected to pay for the full cost of services. Subsidies to meet the needs of low-income student-parents should be sought from extramural public and private sources

and should not normally be sought from the academic institution's regular budget.

The challenges of these two commissions have been met in many instances over the past decade as the number of specific programs for mature women has drastically increased. They still serve, however, as a relevant challenge to a number of colleges and universities throughout the country who have not adapted their programs and services to meet the needs of this continually growing population of students in higher education.

Knowles (1969, p. 24) stated, "The new world required a new purpose for education —the development of a capacity in each individual to learn, to change, to create a new culture throughout his life span. The central mission of elementary, secondary, and collegiate education must become, then, not teaching youth what they need to know but teaching them how to learn what is not yet known."

An institution of higher education must be aware of the increase of adult learners into the mainstream of higher education, and adjust the teaching and learning environment accordingly. Knowles (1969, pp. 30-33) indicated some of the effects upon institutions which are a result of this increase in adult students:

1. There is a tendency toward greater flexibility in the manner in which adults can work toward a baccalaureate degree. Mainly this flexibility is accomplished by allowing credits through proficiency examination; by developing special degree programs for adults that combine regular courses, independent study, short-term residential seminars, correspondence study, and mass media programs; and by relaxing the traditional residence requirements.

2. The new formats for adults learning invented in recent years are rapidly exceeding traditional credit courses in student participation. These formats include training institutes, residential laboratories, informal courses, community development projects, multimedia package programs, organizational change projects, telecourses, workshops, educational tours, and a variety of informal educational services.

3. The special problems of urban living and of the increasing organization of society in general are causing urban universities to become more deeply involved in research and educational programs directly concerned with city living and city planning.

4. The average citizen's increased interest in the arts and in cultural activities generally has pressed universities into a more active role in providing for the cultural needs of their communities.

5. Attention to adult educational counseling, as an integral part of continuing education and especially as an aid to independent study, is increasing. Counseling is seen as one of the essential ingredients for successful and meaningful adult higher education programs. Adults who come to a program of adult education are more capable than the adult learner of even a decade ago, but they are also victims of many pressures and confusions of a complex society. All available resources need to be available to the adult learner so that he or she is able to secure the best quality education and one suited to his or her needs.

6. Increased attention is given to in-service training for adult education faculty in the concepts and skills of the new adult education technology.

7. Concepts of academic excellence and standards of evaluation are developing which are geared to the unique functions of higher adult education and the unique characteristics of adults as learners. However, most institutions of higher education still evaluate on scales which use grade point averages, content covered, etc. regardless of whether they are relevant or not. In contrast, in most cooperative extension programs, the principal evaluative measure has been behavioral change.

8. Implications of the concept of continuing education for the education of undergraduates are beginning to receive attention. The idea of lifelong learning implies basic changes in existing undergraduate programs to build in a desire for postschool learning early in the student's academic career, instill the motivation for continuing education, and provide the skills of selfdirected inquiry.

9. Attention to developing educational programs and services for alumni and other members of the college and university community is increasing. Lifelong learning implies that undergraduate activities should be buttressed by educational counseling that continues after graduation, and by expanded educational opportunities for participation in continuing and integrated educational programs for all the adults of the community.

These effects can also serve as a challenge to those colleges and universities which have not altered their educational programs and services to meet the needs of the adult student, particularly the returning woman student.

Tittle and Denker (1977), discuss the need for systematic evaluation studies of continuing education programs to determine their effectiveness. Program evaluation models are needed which include a review of stated goals and objectives in order to develop specifications for instruments and data for evaluation. Research is also needed as to employment status and work patterns upon completion of the woman's education. Additional recommended research is in the area of a better collection of demographic data on reentry women, and an investigation of the attitudes women have toward work and childrearing. Finally, recommendations are given for more systematic studies of the views of career choice and interest measurement for women.

"These programs are in the forefront of higher education innovation, demonstrating how changes can be made with no sacrifice of educational quality. They have tried to remove structural and institutional barriers, as well as to alleviate some of the problems and concerns of the populations they serve. They deserve our support."

These types of research are needed so that on-going financial support will be recognized and given priority by colleges and universities. As Astin (1976) pointed out, the support for continuing education programs is often qualified, and the programs are frequently self-supporting rather than financed by the university with their existence dependent on the income from the courses. This often means high prices must be charged for the courses and little funding is available for financial aid or program development.

In the future, funding for higher education promises to be much more difficult to obtain than it was in the 60's and 70's.

Flaherty (1978) emphasizes that it is important that adult students and educators work together to make legislators aware of the trends in higher education. If the lawmakers do not realize where the growth segments are in education, the opportunity for post-secondary education will be denied to many adults who are seeking to improve themselves.

Astin (1976) discusses the importance of continuing education programs, and ends with the following comment: "These programs are in the forefront of higher education innovation, demonstrating how changes can be made with no sacrifice of educational quality. They have tried to remove structural and institutional barriers, as well as to alleviate some of the problems and concerns of the populations they serve. They deserve our support." (p. 60). As the concept of lifelong learning continues to expand, and the population of returning women increases, continued research should be conducted in order to insure that the talents and potentials of all students, regardless of sex or age, are developed to the fullest degree.

BIBLIOGRAPHY

Astin, Helen S. Continuing education and the development of adult women. *The Counseling Psychologist*, 1976, 6 (1), 55-60.

A comprehensive study of women returning to school in terms of their needs, interests, aspirations, goals, and views about education, work, and social action.

Auer, Mary A. A grandmother on campus. *Journal of the National Association of Women Deans and Counselors*, 1973, 36, 137-138.

A brief personal account of a woman's return to campus.

Bergquist, Laura Recycling lives. *Ms. Magazine*, 1973, 2, (2), 58.

An article discussing the feelings of mature women on becoming students or employed workers. Testimonials are given from four women who did re-enter the world of work or education.

Blimline, Carol A. The emerging woman: A profile. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 1974, 38, 38-40.

A brief outline of an eight-week course offered to mature women who were seeking to explore in developmental ways. Test results are given for the women on the Edwards Personal Preference Schedule and the Strong Vocational Interest Blank.

Brandenburg, Judith Berman. The needs of women returning to school. *Personnel and Guidance Journal*, 1974, 53 (1), 11-18.

A description of the special needs of women returning to school. These needs are analyzed on both psychological and practical levels. Suggestions are offered as to how colleges can help meet these needs, and the program at Queens College is described.

Bross, Dorothy R. Night college courses for the older woman. *Adult Leadership*, 1967, 15 (7), 233-234.

A discussion of the reasons for returning to school and how such a return can be of psychological value as well as for educational attainment.

Carnegie Commission on Higher Education. *Opportunities for women in higher education*. New York: McGraw-Hill Book Co., 1973.

A report on the participation of women in higher education, prospects for the future, and recommendations by the Carnegie Commission. The report covers the roles of college educated women, the entrance of women into higher education, women in undergraduate, graduate, and professional schools, as faculty members and administrators, the background of affirmative action, and needs of campus, including continuing education and the problem of child care.

Cassell, Jeanne T. Dimensions of women: Older women students at the University of Denver, Unpublished paper, 1971. University of Denver.

Results of a questionnaire sent to women students at the University of Denver which surveyed biographical information, use of services offered by the University, advantages and disadvantages of being a mature student, preference of times for classes, and suggestions for additional services.

Chambers, M. M. Operation: Second chance. *Journal of Higher Education*, 1967, 38, 206-211.

A description of a project for women at the Minnesota Planning and Counseling Center. The article discusses some of the obstacles faced by mature women in returning to college, the contributions these women make to the academic environment, and gains for the university and community by admitting these women students.

Cook, Merry. The older woman returns to college. 1974. Unpublished paper for Colorado Women's College.

Results of a questionnaire given to the Re-Engagement women at Colorado Women's Col-

lege and to the older student at Pasadena City College. The questionnaire surveyed biographical information, reasons for returning to college, encountered problems, reasons for interruption of previous education, reasons for choosing C.W.C., major area of academic interest, and ultimate goals.

Cossey, Beatrice. *Concepts of the women's re-entry educational program*, DeAnza College, Cupertino, CA. (ERIC Document, ED 092 805.)

Description of the Women's Re-entry Education Program (WREP) at De Anza Community College which is designed to give women who are educationally deprived the opportunity to gain skills to enter the economic mainstream.

DeLisle, Frances. The married woman undergraduate: Report of and NAWDC ad hoc committee. *Journal of the National Association of Women Deans and Counselors*, 1965, **28**, 133-135.

Discussion of a pilot study of undergraduate women from twelve different institutions. Includes a description of the students, motivating purposes for attending college, and the identification of problems and satisfaction associated with such attendance. Implications for colleges are included.

Doty, Barbara A. Why do mature women return to college? *Journal of the National Association of Women Deans and Counselors*, 1966, **29**, 171-174.

A study to compare personality characteristics, attitudes, and outside activities of mature undergraduates and women of similar ages and backgrounds who had not returned to college.

Flaherty, Eileen G. Higher education responds to the needs of the adult part-time student. *College Student Journal*, 1978, **12**, 375-378.

A discussion of the phenomenon of adults returning to the classroom, and challenges for higher education faculty.

Glass, J. Conrad, Jr., & Harshberger, Richard F. The full-time, middle-aged student in higher education. *Journal of Higher Education*, 1974, **45** (3), 211-218.

An examination of the situation of the adult returning as a full-time student. This included looking at the external forces of our youth culture, work and production-oriented society, involvement-oriented community, and materialistic economic environment with implication for the adult educator.

Halfter, Irma T. The comparative academic achievement of young and old. *Journal of the National Association of Women Deans and Counselors*, 1962, **25**, 60-67.

A study of women over 40 years of age to determine if they could achieve at least as well as young learners. It was found that the older women did, on the average, about ten percentile points better than their younger classmates.

Hembrough, Betty L. A two-fold education challenge. The student wife and the mature woman student. *Journal of the National Association of Women Deans and Counselors*, 1966, **29**, 163-167.

An investigation into the student wives and mature students at the University of Illinois, and the reasons for their difficulty in completing their education.

Hooper, Judith Oakey. Returning women students and their families: Support and conflict. *Journal of College Student Personnel*, 1979, **20** (2), 145-152.

A study of 24 returning women students and their families in regard to personality traits. Family coping styles were found related to the wife's performance of the student role.

Hooper, Judith Oakey & Rice, Joy K. Locus of control and outcome following the counseling of returning adults. *Journal of College Student Personnel*, 1978, **19** (1), 42-47.

A follow-up study of adults who obtained continuing education counseling to determine whether they made changes in their lives after receiving counseling and to what extent they attributed the changes made to the counseling experience. The study also investigated the relationship between perception of change and perceived locus of control.

Karelius - Schumacher, Karen L. Designing a counseling program for the mature woman student. *Journal of the National Association for Women Deans, Administrators, and Counselors*, 1977, 41 (1), 28-31.

A description of the activities and exercises included in a women's workshop program for mature students which was designed for a review of five studies from the literature.

Knowles, Malcolm S. *Higher education in the United States*. Washington, D.C.: American Council on Education, 1969.

A study of higher education with a focus on the increase of adult learners and the effects upon institutions resulting from this increase.

Letchworth, George E. Women who return to college: An identity-integrity approach. *Journal of College Student Personnel*, 1970, **11**, 103-106.

An exploration of the motivations of mature women for returning to college and their main adjustment difficulties in terms of an "identity-integrity" model.

Lichtenstein, H., & Block, J.R. The middle-aged co-ed in evening colleges. *Adult Education*, 1963, **13**, 234-239.

A description of the undergraduate women at Hofstra University—her anxieties and guilt, her

age, and her motives for returning to school. Also discussed is the achievement of the women students as compared to male students, and the importance of counseling services to these returning women.

London, Jack. The continuing education of women: A challenge for our society. *Adult Leadership*, 1966, **14** (10), 326+.

A discussion of the number of women in higher education in 1962 as compared to earlier years, reasons for the large in numbers of women, the importance of rethinking education opportunities for women, and a description of some of the continuing education programs for women throughout the country.

Lunneborg, Patricia W., Olch, Doris R., & de Wolf, Virginia. Prediction of college performance in older students. *Journal of Counseling Psychology*, 1974, **21** (3), 215-221.

An investigation of traditional aptitude tests as measures of predictability of college performance as well as selected background variables.

Markus, Hazel. *Continuing education for women: Factors influencing a return to school and the school experience*. University of Michigan, Ann Arbor, MI 1973. (ERIC Document, ED 078 296.)

A discussion of the internal and external influences which direct a woman to return to school. A mailed questionnaire was sent to women who contacted the University of Michigan's Center for Continuing Education to determine how helpful the Center had been to them, the problems they had encountered returning to school, and some of the general attitudes they had of women.

Miller, Richard H. *The student personnel services for women in continuing education in Montgomery College*. Rockville, MD., 1973 (ERIC Document, ED 099 714.)

Results of a questionnaire to mature students regarding their need for and use of different student services, their goals in returning to school, and the problems they have encountered. Academic data was obtained from the student record files and a traffic study was conducted in the counseling area to sample the use of student services by women over 25 years of age. Recommendations for action and further research are given.

Mulligan, Kathryn L. *A question of opportunity: Women and continuing education*. Washington, D.C., National Advisory Council on Extension and Continuing Education, 1973. (ERIC Document, ED 081 323.)

A discussion about women returning to college, their needs and motivations, federal legislation to aid continuing education programs, and suggestions for ways to meet the needs of these women.

Muskat, Hermine S. Women reentering college: Some basic ingredients for curriculum development. *Personnel and Guidance Journal*, 1978, **57** (3), 153-156.

A review of the population of women returning to school, the reasons for their return, and the expectations of these women in returning to college. An outline is included of the specific components of a career counseling curricula which was developed and taught by counselors to meet the needs of the returning woman student.

Nichols, Catherine G. A seminar in personality development for mature women. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 1974, **37**, 123-127.

Results are cited of a seminar in personality development offered to mature women who wished to re-enroll in college to complete an interrupted education, but who did not feel ready to enroll immediately in a degree program.

Reed, Jeffrey G., & Murphy, Michael T. Academic performance of mature adults and veterans. *College and University*, 1975, **50** (2), 129-144.

A review of the literature and study of mature adults and veterans at Towson State to determine their academic achievement. Most of the literature suggests that adult students are more successful in academic performance as measured by college GPA than young adults. This study did not find significant differences between the two groups.

Rice, Joy K. & Goering, Margaret L. Women in transition: A life-planning workshop model. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 1977, **40** (2), 57-61.

An evaluation study of a career and decision-making workshop to determine whether workshop participants restructured their time to facilitate their career and other lifetime goals, whether participants report an increase in self esteem, and to determine if decision-making tools practiced in the workshop were used in other life situations.

Riddell, Janet, & Bingham, Sam. Continuing education: The older, wiser student. *Ms. Magazine*, 1973, **2**(3), 54+.

Presentation of the Boston Study, a report by women in the Boston area who had returned to college. The study is primarily based on the viewpoint of poor and minority women. Recommendations are given to colleges to help them meet the needs of the adult students.

Roach, Rose Marie. Honey, won't you please stay home. *Personnel & Guidance Journal*, 1976, **55** (2), 86-89.

Author presents a balance theory to aid in the understanding and prediction of stress in a reentry woman's interpersonal relationship with her hus-

band and family. Suggestions are offered as to programs which counselors and student personnel staff might develop for women students to lessen the destructive forces and maximize the potential benefits of their education.

Scates, Alice Y. Women moving ahead. *American Education*, 1966, 2 (3), 1-4.

A description of a counseling course for mature women at George Washington University, assistance available to colleges from federal funds, and some of the counseling programs established at other institutions.

Scott, Nancy A. The effects of returning to college and assertiveness training on self concept and personality variables of mature women. (Doctoral dissertation, University of Colorado, 1976). *Dissertation Abstracts International*, 1976, 37, 4873-A. (University Microfilms No. 77-3231, 273).

A study of the change in self concept and personality variables of returning women students at Colorado Women's College as measured by the Tennessee Self Concept Scale and the IPAT 16 Personality Factor Test. Involvement of a control group of women in an assertiveness training program was also examined.

Shishkoff, Muriel M. Counseling mature women for careers. *Journal of the National Association of Women Deans and Counselors*, 1973, 36, 173-177.

An evaluative follow-up of a center for community women contemplating returning to school. The survey included the reasons for women coming to the center, the volunteer peer counseling opportunities available at the Center for these women, and the degree of success the center had.

Taines, Beatrice. *First semester of the Diablo Valley College women's re-entry program, Fall, 1972, and a program for women at Diablo Valley College*, 1973, Pleasant Hills, CA., (ERIC Document, ED 087 512.)

Report of an analysis of the students' backgrounds at Diablo Valley College, reasons for enrolling, scholastic achievement, and retention rate. Specific proposals are given for improvement of the services for adult students at the college.

Tautfest, Patricia Bond. Continuing education programs and their implications for counselors. *Journal of the National Association of Women Deans and Counselors*, 1964, 27, 194-197.

A brief review of the continuing education movement, and a focus on the need for increased awareness by young women of the dual roles of women, the discontinuity of their education, and the importance of planning and problem solving.

Tinker, Anne Hall. Programs for mature coeds. *Adult Leadership*, 1965, 13, 283-304.

A discussion of the conditions which have led to the development of continuing education programs for women, and a review of the differences and the common elements of many programs. Suggestions are offered for developing such programs.

Tittle, Carol Kehr, & Denker, Elenor Rubin. Reentry women: A selective review of the educational process, career choice, and interest measurement. *Review of Educational Research*, 1977, 47, 531-584.

An extensive review of the literature regarding women returning to college by examining educational components (barriers, counseling, and programs), theories of career choice, and interest measurement. A discussion is included on the implications for research in the future.

Watkins, Beverly. More women coming back to campus. *The Chronicle of Higher Education*, December 23, 1974.

A description of women returning to school by the directors of many programs at colleges and universities throughout the country. These programs were designed to provide counseling and resources for the returning woman student.

Wells, Jean A. *Continuing education programs and services for women*. Women's Bureau, U.S. Department of Labor, Pamphlet No. 10, 1971.

A comprehensive listing of schools with special programs or services for adult women by state, related services of programs for adult women by state, a guide to selected features of the reported programs and services, and federal funds for continuing education programs.

Wells, Jean A. *Continuing education for women: Current developments*. Women's Bureau, U.S. Department of Labor, 1974.

A discussion of the current developments in the continuing education of women—a brief historical sketch, some characteristics of the early programs, some new developments which have taken place, some of the newer groups of women receiving program assistance, and some of the research and evaluation which has taken place.

Westin, Jeanne. Back to school . . . again? *Weight Watchers*, May, 1975, 43+.

An article about women returning to college—numbers, reasons for returning, their feelings as students, and the problems they encountered. The article also lists sources of scholarships, grants, and loans available to the returning woman, and gives advice to the women considering returning to college.

Wise, W. M. Student personnel work—future trends. *Personnel & Guidance Journal*, 1961, 39, 705.

One of the earliest articles that looks at the changing population of students in higher education.